

# Teacher Work Sample Checklist

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## Context of Teaching

- ☐ Indicate grade level taught
- ☐ Include subject area of the unit
- ☐ List unique characteristics of the students
- ☐ Specific learning and behavior needs of the students  
(avoid vague and general descriptions)
- ☐ Discuss your leeway in planning and teaching in your ST setting

## Understanding by Design Stage One

- ☐ Identify the established goals for the unit using state/national standards, curriculum guides, or course program objectives
- ☐ Identify what understandings are desired. Please consider both overarching and topical understandings.
- ☐ Identify the essential questions. Please consider both overarching and topical essential questions.
- ☐ Identify the key knowledge and skills students will acquire in the unit.

## Pre-Assessment Instrument

- ☐ Include a copy of the pre-assessment instrument or description of the process used to determine prior-knowledge
- ☐ Use authentic assessment (approaches other than test or worksheet) when appropriate
- ☐ Use assessment that is age and subject appropriate
- ☐ Interpret and summarize the results in narrative and/or chart form
- ☐ Explain adjustments that you made in the unit and lessons prior to teaching

## Understanding by Design Stage Two

- ☐ Create a post-assessment performance task that will demonstrate student understanding of unit objectives.
- ☐ Develop clear and specific grading criteria for the performance task with the use of a rubric, criteria sheet, etc.
- ☐ Include copies of the post-assessment and the grading criteria, rubric, etc in the electronic document
- ☐ Create and plan for informal assessments of knowledge and skills throughout the Unit (will be demonstrated in Stage Two template and in lesson plans)
- ☐ Try to identify ways for students to reflect and self-assess their learning progress

## Unit / Lesson Plans

- ☐ Lesson plans must include all the categories identified in the standard long form (standard, goals, objectives, materials, adaptations for diverse learners, procedures, assessment)
- ☐ Lesson plans should demonstrate student engagement.
- ☐ Lesson plans should demonstrate the use of multiple instructional strategies.
- ☐ Reflective comments by you and your coop should be included on the plans.

- \_\_\_ Add your reflections to the self-evaluation portion of each lesson plan. Add your coops comments to each lesson plan or add their summative reflection of the whole unit at the end. You may retype or copy/paste their comments into the electronic document.
- \_\_\_ Modifications made after each lesson should be noted in your reflection.  
What did you have to review or reteach? Note also if you didn't have to make any revisions or modifications.

### **Experience Reflection**

- \_\_\_ Reflection should demonstrate analysis of BOTH student learning progress and personal professional growth.
- \_\_\_ Answer each reflection prompt thoroughly and with specific examples.
- \_\_\_ Use data to support your claims and observations about student learning progress.
- \_\_\_ Articulate specific modifications you would make on the unit if you were to teach it again. Consider both content and process.
- \_\_\_ Identify factors that impacted learning, either positively or negatively.

A single copy of the Teacher Work Sample is to be handed in to the Student Teaching Office prior to the end of your student teaching experience. The TWS will be reviewed by the faculty and comments will be shared with you.

The Teacher Work Sample is a required part of Student Teaching. It is included in consideration of your Pass/Fail grade for student teaching. The Teacher Work Sample is considered completed when it is handed in to the Student Teaching Office.

Questions concerning the Teacher Work Sample should be addressed to your cooperating teacher, your university supervisor, or the Dean of Education.

**Revised 06/2015**